

**2017 POLICE SERGEANT
PROMOTIONAL EXAMINATION

CANDIDATE TEST GUIDE**

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INTRODUCTION

Overview of Examination

This test guide is designed to assist you in your preparation for the 2017 Police Sergeant Promotional Examination. The examination consists of four phases:

- Phase I: Open-Book Multiple Choice Examination - September 19, 2017
- Phase II: Closed-Book Multiple Choice Examination - September 19, 2017
- Phase III: Written Work Sample Examination - September 21, 2017
- Phase IV: Oral Board Examination - the week of November 6, 2017

The examination dates have been scheduled. However, unforeseen events may cause the dates to change. Such changes will be announced in the Division's Daily Bulletin, on the Civil Service Commission (CSC) website at www.columbus.gov/civilservice/ and/or in the admission notices to candidates.

Applications must be submitted on-line at the Commission's website during the filing period of August 1 through August 31, 2017.

All Police Sergeant Exam information sessions, appeals, clerical review, and Phases I, II, III and IV are scheduled to be administered at the Civil Service Commission Testing Center located at **750 Piedmont Road**. You are advised to arrive at the test site at least fifteen (15) minutes prior to the beginning of each phase of the examination.

Each phase of the examination will be weighted twenty-five (25%) percent of the total exam score, before seniority points are added to passing scores.

These examinations are designed on the basis of information obtained from a job analysis of the police sergeant job classification. The job analysis provides a description of the duties performed by Columbus police sergeants, and identifies the knowledge, skills, and abilities required to effectively perform the job.

Information Session

Prior to the administration of this examination, the Civil Service Commission will hold information sessions to inform candidates about the examination process. The information sessions are optional, but all applicants are advised to attend one.

The information sessions are scheduled for September 12 at 2:00 p.m. and September 14 at 8:00 a.m. These sessions will be held at 750 Piedmont Road in the Civil Service Commission Testing Center. Signs will direct you to the room where the information sessions will be held.

PHASE I – OPEN-BOOK MULTIPLE-CHOICE EXAMINATION

The first phase of the examination will be an open-book multiple-choice exam. This part of the exam uses a multiple-choice format. It is designed to test knowledge that does not require memorization, but can be retrieved from source materials.

The questions on this phase of the exam will be derived from the sources included on the reading list. There will be between 80 and 100 questions on this phase. Candidates will record responses on a scannable answer sheet and only responses on that sheet will be scored.

You will be permitted to use all the sources on the reading list for this exam. You must bring your own sources to this exam. You may not share sources during the examination. Sources will be subject to inspection at the test site to ensure that no additional summary pages have been added. Candidates will have approximately ninety (90) minutes for lunch between phases.

The table below shows the number of questions that will be asked from each source on the exam.

Phase I, Open Book Multiple-Choice - Number of Items per Source								
Source	Directives	Patrol SOP	Arrest, Search & Seizure	Supervisor's Manual	General Offences Code	FOP Contract	Application of Knowledge	Total
# of Items	15-25	0	10-15	15-20	5-10	5-10	15-25	80-100

PHASE II – CLOSED-BOOK MULTIPLE-CHOICE EXAMINATION

The second phase of the examination will be a closed-book multiple-choice exam. This part of the exam uses a multiple-choice format designed to test knowledge that is taken from memory without benefit of referencing source materials. You will not be permitted to use any of the sources on the reading list for this phase. Phase II of the exam will be given the same day as phase I.

The questions on phase II will be derived from the sources included on the reading list. There will be between 80 and 100 questions on this exam. Candidates will record responses on a scannable answer sheet and only responses on that sheet will be scored.

The table below shows the number of questions that will be asked from each source on the exam.

Phase II, Closed Book Multiple-Choice - Number of Items per Source								
Source	Directives	Patrol SOP	Arrest, Search & Seizure	Supervisor's Manual	General Offences Code	FOP Contract	Application of Knowledge	Total
# of Items	20-25	20-25	10-20	10-20	0	0	20-30	80-100

MULTIPLE-CHOICE TEST-TAKING SKILLS

Marking the Answer Sheet

All of the questions on the open and closed-book portions of the examination are in a multiple-choice format. You are to mark your answers (A, B, C, etc.) on separate scannable answer sheets, which you will be given during the examination. The answer sheets will be scored by machine so it is important that you follow marking instructions carefully.

When you use the answer sheets during the examination, follow these instructions:

1. Make good **dark** marks that completely fill in the rectangle/circle for the alternative that you believe is the best response.
2. Use only the **#2 pencils** you will be given during the examination. Do **not** use felt-tip or any other pens.
3. **Completely** erase any changed answers.
4. Make one, and only one, mark for each question.
5. Frequently check that the question number in the test booklet corresponds with the number of the space you are marking on the answer sheets.
6. To change an answer, fully erase the answer you intend to change then mark your new answer.
7. Follow the test monitor's instructions carefully for marking your Identification Number on the Answer Sheet.
8. Although you **are** permitted and encouraged to mark in the test booklet, your score will be based **only** on the answers recorded on the answer sheets.

Test Taking Strategies

The following test-taking strategies may be helpful to you when taking the multiple-choice tests:

1. Make sure that you read the directions carefully.
2. Make sure you know how to mark the separate answer sheet correctly.
3. Make sure you know how much time you have to complete the examination.
4. Read each question carefully. Try to answer the question before you look at the answers provided. If you know the answer, compare your answer to the available choices and pick the closest alternative.

5. Find clue words. Words such as **all**, **only**, **none**, **every**, **must**, **require** and **never** harden the meaning of the sentence by indicating that there are no exceptions. As a general rule, alternatives with these words have a lesser chance of being correct. Words such as **some**, **sometimes**, **may**, **generally**, and **possibly** soften the meaning of a statement and leave more room for an alternative to be correct.
6. Don't be afraid to go with the first answer that comes to your mind. Often, first instincts are correct.
7. Answer the easy questions first and then go back to the harder ones so that you do not spend too much time on any one item.
8. If you don't know what the answer is to a question before looking at the alternatives, first eliminate those choices that are clearly wrong. This makes the chance of picking the correct answer easier. After eliminating these obviously wrong answers, pick the best alternative from those that are left. You might mark the question, come back to it, and change the answer later.
9. Answer every question, even if you must guess. The final raw score is equal to the total number of correct responses.
10. Be careful not to be misled by alternatives that are only partially or only true if certain conditions are present and such conditions are not presented in the question.
11. When reading test questions you may mark in the test booklet. Here are some suggestions.
 - a. Use slash marks (/) to break up sentences into smaller segments. This will help you focus on each piece of information.
 - b. Circle key words that tell what the sentence is all about. This will help you get a "handle" on the sentence and will make it easier if you have to hunt for an answer.
 - c. Underline or highlight words that harden or soften the meaning.
 - d. Put marks next to each alternative (e. g., "g" = "clearly a good answer", "x" = "clearly a bad answer"). If you have to re-read the question or answers, this will save time.
12. Since writing in the test booklet is permitted, circle or mark the answer you selected and recorded on the answer sheet. This will help if you have time to review your responses and during the subsequent appeals period.
13. If you have time, go back and look at every question and answer. Make any changes that are necessary.
14. Remember, test monitors are there to assist with procedures and to help you perform to the best of your ability. If you have any questions, ask for assistance before the examination begins or whenever a question arises. Monitors can answer questions

about exam procedure and clarify instructions, but may not answer questions about exam content.

15. With approximately eighty (80) to one hundred (100) questions on the open-book and on the closed-book exams, you may want to pace yourself and leave time to go back and check your work.
16. The test questions and keyed responses are developed using the source materials on the reading list. The CSC and the subject matter experts (SMEs) make great efforts to develop test material that match the job, but in the event there are discrepancies between practices performed on the job and the practices as stated in the source, the keyed response will reflect the source.

Error Analysis

Each one of us has weak areas in our test-taking behavior. There are several possible reasons for choosing an incorrect response. Practice test booklets are available at the local library or through bookstores. Taking practice tests and then analyzing why you chose an incorrect response may help you identify potential problems. The following are six possible reasons for incorrectly answering a question along with possible methods of avoiding those errors:

1. You have accidentally marked the wrong space on the answer sheet. Since there are a limited number of questions on the exam, careless errors such as these are costly. Check each answer choice on the answer sheet to ensure you are marking the answer you have chosen. As an additional check, after you complete the exam, go back over every question and make sure the answers match.
2. You have misread a question or answer by overlooking a key word or phrase. The solution to this problem is UNDERLINING/HIGHLIGHTING. Underlining or highlighting makes those key words and phrases stand out when choosing an answer. Once you have underlined/highlighted the key words and phrases, check the details of the possible answers with the details you underlined/highlighted, one by one. If every detail doesn't match, consider that answer suspect and try another. **Always keep in mind that you are looking for the best answer of the choices listed.**
3. You do not know the meaning of one or more key terms. This could be a problem in PREPARATION and/or VOCABULARY. Underline or highlight key terms and make sure you know what they mean as part of your study process. If an unfamiliar term is a technical term, it most likely will be defined in the books. If an unfamiliar term is not a technical term, go to a dictionary and look it up. It is a good idea to build your own glossary of terms and their meanings as a part of your test preparation.
4. You may have been unable to distinguish the important and unimportant parts of a question because it was complicated or difficult to understand. These are the questions you should skip until the end of the test. These are the questions on which you should use the slash mark technique discussed earlier. Use slash marks to break up the material into small segments, and then concentrate on one segment at a time. When you go back to these questions first read the possible answers before reading

the question. This tells you what to concentrate on while reading the question. Read for the general meaning and do not get bogged down by individual words or phrases you do not understand.

5. You may miss a question because you are simply not used to comparing combinations of information. This is a problem of re-arranging information in the correct way so that it makes sense. Underline or highlight critical pieces of information and then compare the information with the possible answers point by point. Also, concentrate on eliminating the wrong answers first.
6. You may have selected an answer that “looked good.” There are a number of factors that can cause you to fall for incorrect answers that look good.
 - a. An incorrect answer may contain an exact phrase from the question.
 - b. An incorrect answer may contain a phrase or sentence that is used out of context. For example, an idea, which is expressed but then rejected, may be presented as an idea that was supported in the question.
 - c. An incorrect answer may overstate what the question has stated. For example, if the question says, “Some officers,” the incorrect answer may say, “All officers.”

Listed below are some specific strategies for avoiding the tendency to fall for incorrect answers that look good.

- a. Have an answer in mind before you look over the alternatives. This will make you less susceptible to choosing an answer that looks good.
- b. Do not forget to use the method of marking each alternative to indicate what you think about it (e.g. bad, good, or possible) before choosing one.
- c. Stick strictly to the facts of the question and do not fall for answers that stretch or exaggerate the facts described in the test question. This is the time to watch out for words that harden or soften a phrase. Examples of words that harden a phrase include only, never, always, must, require, whenever, all, etc. Examples of words that soften a phrase include may, sometimes, could, usually, should, normally, etc.

MULTIPLE-CHOICE APPEAL PROCEDURES

The multiple-choice examinations will be subject to a one-round appeal process. The dates of the appeals are September 20-22, 2017. In the one-round appeal process, candidate appeals will be anonymous and will be reviewed by subject matter experts. The subject matter experts will determine the merit of each appeal. If an appeal is upheld it will result in that item being either deleted or re-keyed for all candidates taking the exam. All decisions will be final.

You will be permitted to mark your answers in your test booklets during the test for later use during the appeal period. During the appeals process, you will be permitted to review your test booklet, but **not** your scanned answer sheet. Therefore, marking your answers in

your test booklet during the exam will allow you to review your responses during the appeal process. These markings are solely for your own use. The official computer answer sheets are the **ONLY** documents that will be used to determine your raw scores.

You will be permitted to submit appeals on phases I and II during the three-day period following the phases I and II test administration. On appeal days you will be provided with the answer keys and your own test booklets. Candidates must bring their own source material to reference for appeals, and are strictly prohibited from writing in those source materials or from removing any test materials (original, machine-copied, or hand-copied notes) from the appeal site.

Cell phones, computers, and any other electronic devices are PROHIBITED from use in the appeal room and only exam candidates ARE permitted—NO adult family or friends.

Basis of Appeals: Candidates must indicate the basis on which the appeal is being filed. Appeals which are ambiguous, do not refer to one of the four reasons listed below, or are unsubstantiated, may be summarily dismissed. For each appeal submitted, candidates must clearly indicate the reason the appeal is being filed and explain the rationale. An item may be appealed for one of the following reasons **ONLY**:

1. No correct alternative: The appellant must specify the reason the keyed alternative is incorrect.
2. Multiple correct alternatives: The appellant must demonstrate that an un-keyed alternative is at least as proper as the keyed alternative.
3. Item is not contained in a source on the reading list: The appellant must demonstrate that the item was based on reference material **not** contained in a source on the reading list.
4. Incorrectly keyed alternative: The appellant must demonstrate that the keyed alternative is incorrect and a different alternative is correct.

Resolution of Appeals: Subject matter experts will review the appeals and make recommendations based upon the merit(s) of the appeal(s). Generally, the recommendation(s) made by the subject matter experts will be followed; however, the Civil Service Commission does retain the right to make the final decision. Test items for which appeals are granted as a result of reasons 1-3, will be deleted from the exam. If an appeal is granted on the basis of an incorrectly keyed alternative, the key will be corrected. Appeal outcomes will be applied to all candidates and the results will be made available to all candidates during the clerical review.

PHASE III – WRITTEN WORK SAMPLE EXAMINATION

Each component of the written work sample is designed to assess various supervisory abilities deemed necessary to be an effective police sergeant. The written work sample test will consist of a series of situations or problems typical of issues a Columbus sergeant might face on the job. Candidates may be asked to describe how they would handle each problem, issue, or situation. Candidates may be required to complete or review a letter, a memo, an outline, and/or other written work product. The situation may require a brief description of actions to be taken or call for a detailed plan of action. Candidates will be given a limited amount of time to complete this phase of the test.

In addition to the sources on the reading list, candidates will be permitted to bring a dictionary to the written work sample exam. Electronic dictionaries, however, are not permitted. All candidates must bring their own copies of the reading list sources to the exam. **CANDIDATES MAY NOT SHARE SOURCES OR DICTIONARIES DURING THE EXAMINATION.** All sources will be subject to inspection at the test site to ensure that no additional summary pages have been added. The use of tabs, highlighting, underlining, and notes in the margins are allowed.

Scoring of the sergeant written work sample exam will utilize a check-off type answer key. Civil Service analysts will work closely with subject matter experts (SMEs) in the Division of Police to create the check-off key. Where possible, SMEs and analysts will identify the knowledge source from which each keyed response was derived. Note: some of the keyed responses will be based upon SME input describing best and/or common practices in response to the written work sample items. During the grading process for the sergeant exam, candidates' responses will be compared to the answers identified on the key. Exams for each candidate will be graded separately by two graders. After this initial grading, the score sheets will be compared item by item. If there are any items where one grader gave credit and the other grader did not give credit, then this item will be scored by a third grader. Credit for items will be determined on a two-out-of-three basis.

CLERICAL REVIEW

You will be given an opportunity to participate in a clerical review process. At the clerical review, you may check the accuracy of the scoring process. You may petition for a review of the given response, in the event you believe a response provided is consistent with the key, but was not acknowledged with an awarded point(s). Internal SMEs, at the rank of sergeant or above, will conduct the petition reviews and determine whether points will be awarded based upon the petitions filed.

During the clerical review, a limited appeal process for the written work sample component will be implemented. If during the clerical review you believe that you have identified that an answer on the key is critically flawed, you may submit an appeal to the Commission Executive Director. Such appeals shall be submitted in writing and anonymously, that is, identified by candidate identification number only. If the appeal is upheld, the keyed response will be deleted for all candidates.

During the clerical review, you will also have an opportunity to check the accuracy of the scoring of your multiple-choice exams answer sheets. In the event your tally of the total score does not match the total score recorded by the Commission, you should inform a staff member immediately to have the discrepancy verified and corrected. It is during this review that you will have an opportunity to see the results of the multiple-choice appeals.

The clerical review is scheduled for October 26-27 and October 30-31, 2017 from 9:00 a.m. to 4:00 p.m. at 750 Piedmont Road, the Civil Service Commission Testing Center. Remember that the review period is subject to change and any change will be announced in the Daily Bulletin and on the CSC website.

PHASE IV – ORAL BOARD EXAMINATION

The last phase of the promotional examination is the oral exam; this phase consists of two oral exercises. Candidates will be given two problem situations for which they must present solutions. Candidates will be given a set amount of time in which to prepare responses for the exercises. Candidates will be permitted to use notes generated during the preparation period when participating in the actual exercise. The allotted response time for the sergeant exam will be approximately 8-10 minutes for each exercise. The exact exam response times have not been determined. Candidates will be sequestered either before or after their examination.

You will be given 60 minutes preparation time to plan your responses to the two oral board exercises. This preparation will be done in a preparation room apart from the rooms in which the oral exercises will be held. During this preparation period, the assessors will not observe candidates. You may bring any reading list source materials to the test site for this exam.

You will be permitted to use notes you generate during the preparation period when participating in the actual exercises. Further, you will be permitted to take notes while participating in each oral exercise, if you so desire. You should be aware, however, that the assessors, when conducting evaluations, will not consider any notes the candidates prepare or use during the oral exercises. The assessors/role-players may take notes during the presentations. You will be seated when addressing the assessors/role-players during the exercises. For each exercise, you will interact with up to three assessors/role-players. The oral board exercise will not be scored during test administration and assessors/role-players will not score the exercise in which they served as a role-player. All candidates' performances will be recorded via digital video and those videos will be viewed for scoring.

For both oral exercises, candidates will be expected to respond as if they currently hold the rank of sergeant with the Columbus Division of Police. Scenarios on the exams may consist of role-play scenarios, structured interviews, presentations or a combination of these.

For role-play type exercises, the role-players may play the roles of civilians, subordinates, peers, superiors, or others with whom the candidates are expected to interact in the given

situation. For a structured interview, an interviewer will ask each candidate a series of questions, and the candidate is expected to respond. For a presentation, candidates will be given a topic or problem and asked to present their ideas or solutions.

Candidates' presentations should be complete, concise, demonstrate a thorough awareness of the issues, and result in sound resolutions to the problems. Candidates will be evaluated on four supervisory dimensions: 1) Oral Communication, 2) Interpersonal Relations, 3) Information Analysis, and 4) Problem Sensing & Resolution. Descriptions of these dimensions and examples of performance follow.

Oral Communication

Oral Communication has two basic components—the ability to make one's thoughts or ideas understood by others, and the ability to understand thoughts or ideas expressed by others.

Oral Communication involves the ability to organize thoughts and express them in a clear and logical manner, to comprehend another's meaning, and to use appropriate vocabulary and correct grammar in oral expression. Oral communication also involves the ability to listen and accurately comprehend what others are saying or asking. Candidates who speak distinctly and at an appropriate pace, enunciating clearly to the oral board members, are better able to communicate their ideas than candidates who rush or mumble. Candidates who do not take the time to carefully listen to others run the risk of misinterpreting information. Candidates whose answers are unfocused and rambling present themselves as being confused and unable to comprehend the information presented.

Outlining during preparation is one strategy that can help to enhance a candidate's organization. Thoughts and ideas will generally come across more clearly if they have been organized on paper. An outline can be very useful for generating oral responses to the scenarios.

Examples of Good Performance:

- Verbalizes a well thought-out plan of action
- Presents an organized, detailed outline of steps to gain control of the situation
- Expresses ideas clearly and concisely
- Demonstrates understanding of the material presented orally in the role-play and follow-up questions
- Answers questions completely and precisely

Examples of Poor Performance:

- Presents confused or unclear plan of action
- Voices ideas randomly and/or several at a time
- Fails to answer questions asked by raters
- Responds to only portions of questions
- Contradicts self or previous statements
- Talks too long without making a point

Interpersonal Relations

Interpersonal Relations has two basic components—the ability to work with other individuals in a cooperative and constructive manner and the ability to consider and respect the feelings, needs, and viewpoints of others.

Interpersonal Relations involves the ability to establish and maintain cooperative and constructive working relationships with individuals and/or groups. Those candidates who are insensitive to the needs of others typically convey that insensitivity during the role-playing situations.

Candidates should be able to talk to others in a manner that is not demeaning or arrogant, thus establishing positive relationships during the sessions. Having good interpersonal ability, however, does not mean being non-assertive or indecisive. Good performance requires the demonstration of sensitivity along with the assertiveness necessary to function in the position.

Listed below are some examples of behaviors reflecting effective interpersonal relations that may be displayed in face-to-face situations such as the Oral Board Presentation:

1. Eliciting the input of others, particularly those individuals who may have trouble speaking up on their own
2. Not interrupting
3. Giving others full attention when they speak by listening to and looking at them
4. Complimenting or giving credit to others for good ideas or performance
5. Disagreeing with others in a non-threatening manner
6. Offering support and assistance to individuals experiencing problems
7. Focusing on ineffective behavior when discussing performance problems, rather than focusing on individual personality characteristics

Examples of Good Performance:

- Conveys empathy and respect
- Remains open and sensitive
- Asks questions and elicits information without being judgmental or condescending
- Initiates corrective action in a supportive, positive way

Examples of Poor Performance:

- Approaches others with disdain or arrogance
- Asks questions in an accusatory tone
- Adopts a condescending attitude
- Offers little or no help in resolving problem(s)
- Becomes defensive
- Initiates corrective action in a non-supportive, negative way

Information Analysis

Information analysis can be defined as having two basic components: 1) distinguishing relevant from irrelevant information and focusing on the relevant information when resolving problems or performing tasks, and 2) seeking out additional information that is needed to resolve problems or accomplish tasks.

Information analysis includes the ability to research and seek out information. It involves the ability to identify and include all relevant information in the presentation. When preparing, candidates should consider all facts relating to the problem and should be able to distinguish important from unimportant information. Candidates should present a plan of action encompassing all important information. Those candidates who include trivial information in their presentation are wasting time and indicate to the oral board that they really do not understand the important aspects of a problem.

When presenting the problem during a role-play, candidates should be specific with regard to the reasons for the solutions they offer to the problems. Candidates who consider possible causes of the problem and address solutions based on the underlying causes will convey to the oral board members a clear understanding of the problem. Candidates who listen carefully to information related by the board members during the role-play period and incorporate this information into their response will fare better than candidates who respond without carefully listening to the questions.

Outlining and underlining during preparation are two strategies that can help to enhance a candidate's analysis of information. Underlining the important parts of the scenario description during preparation helps to focus upon the important information. Outlining helps to organize available information and clarify what additional information is needed to make a sound decision.

Examples of Good Performance:

- Considers all available information
- Asks questions designed to elicit additional information
- Looks at underlying as well as surface issues
- Disregards unimportant or irrelevant factors
- Develops a logical plan of action

Examples of Poor Performance:

- Recognizes only surface issues
- Fails to consider all aspects of the situation
- Concentrates on unimportant or irrelevant details
- Develops an incomplete or illogical plan of action

Problem Sensing & Resolution

The dimension of problem sensing and resolution has three basic components – evaluating situations to identify problems and issues, evaluating and considering the implications of alternative solutions to problems and issues, and deciding on a solution to a problem or issue.

Problem sensing and resolution involves the ability to critically evaluate a situation and formulate an effective, logical solution. Candidates who are able to evaluate alternative solutions to the problem will perform better than candidates who stick to only one possible solution or outcome.

Candidates should convey to the oral board members that they are aware of the implications of both the problem and the solutions they propose. Candidates who only touch the surface of the problem and concentrate on easy solutions convey to the oral board that they do not fully comprehend the problem or the consequences of their actions.

The following guidelines or strategies may help candidates enhance their problem sensing and resolution skills:

1. Identify the key components of the issue that should be considered.
2. Generate and consider alternative courses of action or solutions. When evaluating potential solutions to problems, candidates should consider the impact of each solution on all individuals who could be affected by the solution. This would include those individuals who decide on the solution, as well as those individuals who must implement, abide by, and enforce the solution.
3. Consider the short and long-range implications of decisions that are made, since some solutions may be beneficial only for the short term, while others may be more beneficial for the long term.
4. Take steps to minimize any potentially troublesome "side-effects" of the chosen solution.

Examples of Good Performance:

- Thoroughly considers all relevant information
- Develops alternative approaches to deal with a problem
- Critically evaluates alternative solutions
- Presents logical support for decisions

Examples of Poor Performance:

- Considers only a portion of the available information
- Jumps to conclusions without supporting evidence
- Fails to consider alternatives
- Uses little or no logic to reach conclusions
- Is unable to support decisions or conclusions with facts or logic

STUDY SKILLS

The following section describes several study techniques that may be useful in preparing for the examination. You probably have your own method of studying and may even use a combination of the methods presented here. If you have always studied the same way, you may want to try something new. You may want to find a more effective method for studying. The methods discussed are alternatives that you can try in order to determine which method works best for you.

Concentration Techniques

You must pay attention to the material if you expect to remember it during the examination. There are several things that you can do that will help you pay attention to the material.

1. Make the material more interesting or meaningful. One way to do that is to apply it to yourself by relating it to your own personal experiences. For example, when studying the supervisor's manual, try to relate the concepts to something you have done or something you have seen a supervisor do.
2. Eliminate distractions from your study environment. These distractions compete for your attention, interfere with your concentration, and "turn off" your memory of the material. It is difficult for people to pay attention to several things at the same time. Instead, a person usually switches back and forth, paying attention first to one thing and then to another. Unfortunately, any material that did not receive attention will not be remembered. This means that listening to the radio while you are studying, or studying in a noisy area will leave gaps in your memory of the material you are trying to learn. Establishing a regular "place to study" may help you to focus your attention.
3. Eliminate internal distractions. Avoid trying to learn or memorize material when you are tired or hungry. Fatigue reduces the amount of material that you can remember. Both fatigue and hunger make concentration difficult. One way to avoid internal distractions is to schedule study times with regular breaks and to set realistic goals.
4. Use the check-mark technique. This technique involves keeping a separate sheet of paper beside you and marking a check on it each time your mind wanders. This makes you aware of how often you are not concentrating and forces you to keep focused. Too many checks could indicate that a different study time could allow you to concentrate better and use your time more effectively.

Reading Comprehension Techniques

1. Page-at-a-Time Method

This method involves stopping at the bottom of each page and summarizing the content in a few sentences. Ask yourself, "What did the author say on this page?" The page-at-a-time method makes you concentrate by forcing your mind to focus on the material while it is still fresh.

2. Organizational Pattern Method

This method involves determining how the author is presenting the material. Once you have identified an author's organizational pattern, you may be able to better organize both your note taking and your thinking. There are several types of organizational patterns:

- a. Process Pattern: In this pattern, steps are presented in sequence. A police procedure, for example, would be described step-by-step.
- b. Increasing Importance Pattern: This pattern presents information from the least important to the most important.
- c. Decreasing Importance Pattern: Using this pattern, the author organizes information from the most important to the least important.
- d. Cause and Effect Pattern: With this pattern, when you identify a cause or a problem, you are prompted to look for the effect or the solution.
- e. Compare or Contrast Pattern: This pattern involves presenting similarities or differences among theories, ideas, procedures, etc.

3. Paragraph Method

This method involves stopping at the end of each paragraph and summarizing it into one sentence. Simply ask yourself, "What was this paragraph meant to convey?" This helps to ensure that you understand what you read. It will also be helpful to identify the types of sentences and paragraphs you are reading. This approach allows you to identify where the important information is in the material.

- a. Identify types of sentences by function
 - Topic sentences are controlling ideas
 - Supporting sentences explain and prove the main idea
 - Concluding sentences sum up the discussion
- b. Identify types of paragraphs.
 - Introductory paragraphs give the main idea
 - Expository paragraphs present new information
 - Transitional paragraphs tie information together
 - Summarizing paragraphs restate main ideas and draw conclusions

4. SQ3R: A method for Studying

The symbols “SQ3R” stand for SURVEY, QUESTION, READ, RECITE, and REVIEW. These five elements make up a set of study habits that almost always guarantee success.

- a. Survey: To survey is to find the limits or borders of an area. Surveying the material to be studied is the first step in the SQ3R method. This step allows you to distinguish between important information and trivial detail.

The most obvious way to survey a body of information is to scan it from start to finish. By skimming over the pages, you will get an idea of what is to come and how long it will take to cover the material. This will help you to break the assignment down into reasonable time blocks. In some of the internal sources, this type of survey is made much easier through chapter summaries and introduction paragraphs. The chapter summaries in the Arrest Search and Seizure Manual and the introductions in the Directives can give a quick overview of the important parts or pieces of the section. If you look at the section itself, you will see that it is usually broken down into smaller parts or pieces through the use of headings. Bold headings introduce big or important elements; smaller headings introduce sub areas of these important elements. These headings can provide an important road map through the section.

- b. Question: Most people need a reason to do things. The same is true for studying or reading a textbook. Try to formulate questions about the text you are about to read. Finding the answers to these questions will give more meaning to the material that you are reading. One way to develop these questions is to begin with the list of headings from the chapter outline. Write a question for each major and minor heading.
- c. Read: For most people, reading means the same thing as studying. Reading is important, but it will be done more effectively when the survey and question steps have been completed.

Material should be read in the small “chunks” that you identified in the survey stage. One section might be all of the material under a major heading. If several pages are included under a major heading, divide it up into smaller sections separated by minor headings. Try to determine how many sections you will read in a given study session. Once you are able to answer the questions you developed in the previous step, you can move on to the next section. Be sure you understand the material in the section you are reading before you move on to the next section. A good time to take breaks is between these sections, not in the middle of them.

It is important to understand the material you are reading. One way to do this is to keep a list of all unfamiliar terms and their meanings. The quicker you get to know the meaning of all the terms, the more effective your studying will be. You might want to keep a notebook of these unfamiliar terms as well as important terms. You

will find that this notebook of terms will be a big help in preparing for the closed-book examination.

To become a more active participant in the studying process, you might also want to mark or underline or highlight the text while you are reading. This will also help you to focus on the major ideas and keep you from getting bogged down with details. Reviewing the material will be easier since you have already given yourself some hints and associations that will aid in later recall.

Highlight or underline key words and concepts and make notes to yourself in the margins. If you choose to use the underlining and marking method, here are a few guidelines:

- Read through the entire section once before doing any underlining or marking.
- Don't mark or underline too much; the value of the technique lies in highlighting only the most important material.
- Use ink if possible so that the underlining and notes do not disappear or become unclear in the course of studying.
- Use symbols as much as possible. For example, use "?" as a symbol for questions you have; use "*" to stand for a particularly important idea.

The act of identifying and choosing the most important material to be highlighted will make recalling this information in the chapter or section easier at a later point in time.

- d. Recite: An important step in this method is the Recite Step. Recitation will help you to remember the information that you have just read.

Recitation does not have to be out loud, but it should be formal. Don't just look over the information and say to yourself, "Now I know it." The point is that you should recite the information that you are trying to learn. This can be done in several ways. One popular method is to close the book and try to repeat what you have just read. Then check to see if you were correct. A second way is to answer questions about the material you have just read.

Reciting material with the assistance of another individual is also helpful. You can ask each other questions about portions of the material, which will make you recite the material in a very formal way. Choosing someone who is familiar with the material is not necessary. The person only has to be able to recognize that what you have said is what is written in the book or in your notes.

In order to be most effective, recitation should take place quite soon after you've first learned or read the material. This is important because the greatest amount of information is lost or forgotten right after it is first learned.

Do not try to recite too much information at once. Depending on the number of pages covered, this might be all of the information in one major heading or even

one subheading. A whole chapter or section is certainly too large a unit for recitation purposes.

- e. Review: The last step of the SQ3R method is review. When you have finished studying a block of material such as a chapter or section, you should review what you have learned. This can be done through reciting or through answering specific questions. The point is that you should go back over the material once you think you have learned it.

The second form of review is done just before you begin a new study session. In this form of review, you are actually preparing yourself for new learning by strengthening previous learning. This helps to ensure that any old learning that is needed as a basis for new learning is correct and available.

The final form of review is done before a test and is most effective in a group with other test takers. This cuts down on some of the drudgery of pre-test studying and can increase the meaningfulness of the information. It is sometimes easier to remember the information if you think back to who said what and how the review conversation went.

Note-Taking Systems

1. Cornell Note-Taking System

This system involves drawing lines to leave margins of a couple of inches on the left and bottom part of the paper. The left margin is used for cue words or questions, and the bottom is used to summarize. The note taking process for this method is as follows;

- a. Record
- b. Question
- c. Recite
- d. Reflect
- e. Review
- f. Summarize

2. Questions-in-the-Margin System for Reading Source Material

- a. Survey the entire section
- b. Return to first paragraph and read to determine what is important
- c. Write a brief question about the key points in the margin
- d. Underline or highlight key words, phrases, or sentences which answer your questions

Memory Techniques

1. Distributed vs. Massed Practice

Distributed practice involves studying for short periods on many days, for example, studying for fifty (50) minutes with a ten (10) minute break each hour. Multiple study sessions with breaks would be distributed throughout several weeks/months before the exam. This method reduces fatigue and boredom. Also, motivation is stronger in short blocks of time.

Massed practice involves studying for many hours on relatively few days. It is a method also called cramming. This method is generally useful for creative efforts, for example, when writing a paper.

Visualizations

The left-brain is used for reading, note-taking and memorization, while the right brain is used for looking at graphs, shapes, and forms, and for visualizing and focusing on the whole. By visualizing while studying, you use both hemispheres of the brain and strengthen the ability to recall information at a later time.

A concept map or word diagram can help you to visualize material. This is an outline in a flow chart format that shows key points and how they are related. It can be used to reinforce important facts, clarify difficult passages, and organize and pull together ideas, and can be used as a review.

Tips

1. Start early.
2. Schedule regular study times.
2. Recitation and repetition are important in transferring information from short-term memory to long-term memory. More material is retained when a greater proportion of study time is spent reciting.
3. Creating associations can be useful, as you will organize related information in your memory.

2017 POLICE SERGEANT PROMOTIONAL READING LIST

All internal sources subject to testing will include revisions up to and including those issued on or before April 30, 2017 with the only exception being the FOP Contract which is dated December 9, 2014 – December 8, 2017.

Note: Police Sergeant candidates may request a copy of the Division Supervisor's Manual by contacting their immediate supervisor. Supervisors should request a copy for the candidate from the Division's Research and Development Unit, who will print and make available additional copies which can be picked up in the Patrol Bureau Administrative Office.

- **Directives Manual (*All chapters including Forward, Mission & Vision Statements, Definitions and Training Supplements*)**
- **Patrol Subdivisions Standard Operating Procedures Manual**
- **Arrest, Search, and Seizure Manual (*Including 2017 In-Service Training Legal Updates*)**
- **Supervisor's Manual**
- **General Offenses Code**
- **F.O.P. Contract (*December 9, 2014 – December 8, 2017*)**

Consistent with previous administrations of the police sergeant exam, sources will not be separated into open and closed book multiple-choice categories. With the assistance of Division subject matter experts, each multiple-choice item will be designated for either the open or closed book examination.

All sources on the reading list may be used on Phase III and Phase IV of this examination.

**An external source may be added to the reading list prior to the filing period.
An announcement will be made via Division email.**